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After examinations were over on the last day, staff and students assembled in the auditorium with interested friends. Each group gave demonstrations of achievements developed in classroom activities. The grand finale of the Workshop took place in the gymnasium. Several folk games were played by the Workshopers. "Singing in the Lane" was enjoyed by the children and adults playing together. The grand march ended the program.

The consultants making up the teaching staff were Miss Elizabeth Donovan, Curriculum Consultant, State Department of Education; Miss Ella Cook, Teacher in Fulton County Schools, Atlanta, Georgia; Mrs. Grace Faver, Peabody Demonstration School, Georgia State College for Women; Miss Kathleen Wimberly, Instructional Supervisor, Floyd County; Miss Marie Marvel, Council of Southern Mountain Workers, (for two weeks); and Mr. Walter Downs, Director Teacher Education, Young Harris College.

OPPORTUNITY SCHOOL COMES OF AGE

(Continued from page 12)

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OPPORTUNITY SCHOOL

The Twenty-first annual session of Opportunity School at Berea College is scheduled for January 3-26, 1946. (See article page 10).

WORK CAMPS IN KENTUCKY

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earlier work camps held with the Tennessee Valley Authority or Macedonia Cooperative Community.

If, in this program of work camps in which young people from one part of the United States are willing to pay their own way to work for eight weeks in the summer in another part of the country at the invitation of a local organization, we can help create bonds of interest and affection, we will have done much toward the future understanding of the mountain region and perhaps have called attention to some of the ways in which, non-violently, the economic and social problems of the region can be solved.

KENTUCKY'S EDUCATIONAL PRODUCTS

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Fifth, give some incentive to the teachers of the state by paying them decent salaries on an annual basis, with an added percentage for each year taught. Protection should also be given against arbitrary removal because of school politics or a change in trustees. Neither of these factors should have entered the picture in the first place.

It is evident that merely calling for federal help is not the solution to the problem of illiteracy, neither is blaming one's neighbor going to help.⁽²⁾ Only by the will of the people of Kentucky not to remain at the bottom of the educational heap will the situation ever improve, and by a strong demand that the legislature, the administration in power and the educators themselves get busy.

- (2) For articles dealing with new experiments to improve the quality of education in a few rural Kentucky counties, see articles in *Mountain Life and Work*, VXX, No. 4.

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